



## Gilbert High School

840 Main Street  
Gilbert, SC 29054

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	910 Students	
<b>Principal</b>	E. Ann O'Cain	803-821-1900
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Excellent</b>
2012	Good	At-Risk
2011	Excellent	Below Average
2010	Good	Below Average
2009	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
25	2	0	0	0

\* Ratings are calculated with data available by 12/14/2013.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

	Our High School			High Schools with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	81.6%	81.1%	87.6%	84.2%	84.5%	86.1%
Passed 1 subtest (%)	8.7%	9.2%	8.0%	9.8%	9.7%	9.4%
Passed no subtests (%)	9.7%	9.6%	4.4%	6.7%	6.0%	5.0%

**HSAP Passage Rate by Spring 2013**

	Our High School	High Schools with Students Like Ours
Percent	94.2%	95.2%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	242	216	376	344
Number of Graduates in Cohort	196	179	299	279
Rate	81.0%	82.9%	80.0%	81.4%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	249	238	387	342
Number of Graduates in Cohort	204	199	310	283
Rate	81.9%	83.6%	81.0%	83.6%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	81.8%	79.3%
English 1	75.6%	76.2%
Biology 1/Applied Biology 2	86.6%	82.6%
US History and the Constitution	72.9%	67.6%
All Tests	79.6%	76.3%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=910)</b>				
Retention rate	1.5%	Up from 1.3%	2.1%	2.9%
Attendance rate	94.2%	Down from 95.4%	95.5%	95.1%
Served by gifted and talented program	30.2%	N/A	24.7%	17.5%
With disabilities	12.9%	N/A	9.9%	11.9%
Older than usual for grade	6.1%	N/A	6.0%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.4%	0.9%	1.1%
Enrolled in AP/IB programs	19.7%	Down from 24.4%	25.1%	15.1%
Successful on AP/IB exams	49.0%	Up from 46.6%	52.5%	51.5%
Eligible for LIFE Scholarship	57.7%	Up from 56.9%	34.2%	30.6%
Annual dropout rate	2.1%	Down from 2.2%	2.1%	2.3%
Career/technology students in co-curricular organizations	21.8%	Up from 17.6%	7.1%	7.2%
Enrollment in career/technology courses	629	Down from 666	802	418
Students participating in work-based experiences	59.1%	Up from 39.8%	14.9%	14.6%
Career/technology students attaining technical skills	83.1%	Down from 83.2%	85.4%	84.8%
Career/technology completers placed	96.4%	Up from 96.3%	98.8%	98.3%
<b>Teachers (n=66)</b>				
Teachers with advanced degrees	66.7%	No Change	66.7%	63.4%
Continuing contract teachers	80.3%	Down from 87.0%	78.6%	78.8%
Teachers returning from previous year	87.9%	Down from 91.1%	87.7%	86.2%
Teacher attendance rate	96.0%	Up from 95.9%	95.1%	95.2%
Average teacher salary*	\$50,436	Up 0.9%	\$48,888	\$48,699
Professional development days/teacher	14.0 days	Down from 14.5 days	10.8 days	9.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.5	3.0
Student-teacher ratio in core subjects	25.7 to 1	Down from 26.7 to 1	27.8 to 1	26.9 to 1
Prime instructional time	88.8%	Down from 89.7%	88.9%	89.0%
Dollars spent per pupil**	\$8,443	Down 8.2%	\$6,723	\$7,919
Percent of expenditures for teacher salaries**	62.0%	Up from 59.3%	59.0%	57.0%
Percent of expenditures for instruction**	64.0%	Up from 60.5%	61.0%	60.0%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	98.0%	97.7%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	190	94.2%	815	79.6%	216	82.9%
<b>Gender</b>						
Male	100	90.0%	431	78.7%	114	76.3%
Female	90	98.9%	384	80.7%	102	90.2%
<b>Racial/Ethnic Group</b>						
White	168	95.2%	697	80.6%	182	85.7%
African American	N/A	N/A	58	72.4%	12	58.3%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	84.6%	53	73.6%	18	77.8%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	26	61.5%	98	54.1%	28	60.7%
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	12	91.7%	25	60.0%	14	92.9%
<b>Socio-Economic Status</b>						
Subsidized meals	77	88.3%	375	74.7%	99	70.7%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

Gilbert High students have excelled in academics, athletics and fine arts during the 2012-2013 school year. Academics continue to be a priority as we prepare 21st century graduates to reach their full potential.

School improvement is vital for providing not only high expectations, but also the most innovative, rigorous and engaging instruction possible for our students as we prepare them for life beyond high school. This year, our focus has been on the Common Core State Standards (CCSS) implementation. We helped student subgroups meet graduation requirements, piloted the Grading for Learning initiative and participated in schoolwide instructional training to support student achievement.

With 189 graduates, the Gilbert High School Class of 2013 had 34 honor graduates, nine Palmetto Fellows and 255 Majors. With scholarships totaling \$4,969,068, 31% are attending a 4-year college, 42% are attending a 2-year college, and 8% are entering the military.

Our 2012 data, however, reflects that we are not meeting the graduation criteria for several subgroups such as African Americans, Hispanics, students with disabilities and students receiving free or reduced meals. This year, we worked with these subgroups by providing remediation for on-time graduation and catching struggling students early before they dropped out. Our dedicated teachers continued to analyze their student's individual data and share best instructional practices, while ensuring quality instruction and assessments in all courses. Faculty collaboration and teamwork are a normal part of the culture at Gilbert High School.

To help students reach these higher expectations, GHS teachers have worked together to rewrite assessments, redesign curriculum and organize instructional practices. This summer, GHS teachers will take curriculum design courses and write unit plans for all core subjects. For the past several years, teachers have based their teaching and assessment on state standards. In the future, teachers will communicate even more specifically about students' mastery of individual standards in each course. Next year, all teachers will use the Grading for Learning method to assess and communicate student achievement.

Throughout the 2012-2013 school year, schoolwide in-service training included key information. Teachers participated in a book study of "Teaching Argument Writing, Grades 6-12" by George Hillocks Jr. and are currently reading "A Repair Kit for Grading: 15 Fixes for Broken Grades" by Ken O'Connor. Teachers received training in the six shifts in instruction, implementing the flipped classroom to meet student needs, understanding the language and intent of standards, Grading for Learning, teaching argument writing more effectively, incorporating literacy strategies in every classroom and conducting higher quality discussions in the classroom.

Principal Ann O'Cain and SIC Chair Nan Ricard

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	138	36
Percent satisfied with learning environment	87.9%	79.8%	86.1%
Percent satisfied with social and physical environment	98.5%	87.7%	85.3%
Percent satisfied with school-home relations	91.1%	89.9%	86.1%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>79.1</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Gilbert High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality Data**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 9-12

All Students	239.3	235.2	82.8	71.9	99.2	99.2	81.0
Male	235.9	235.0	82.0	73.1	98.5	98.5	73.2
Female	243.0	235.5	83.6	70.6	100.0	100.0	89.6
White	241.1	236.8	84.0	72.9	99.1	99.1	83.0
African American	N/A	N/A	N/A	N/A	N/A	N/A	73.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	72.6	N/A	N/A	N/A	66.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	220.5	215.2	70.6	N/A	96.8	96.8	34.4
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	231.7	226.6	77.8	67.6	99.0	99.0	64.6
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
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English/Language Arts

All Students	2012	229	99.6	13.2	26.8	32.9	27.2	60.1
	2013	253	99.2	6.0	23.5	28.7	41.8	70.5

Mathematics

All Students	2012	229	99.6	15.4	23.2	33.3	28.1	61.4
	2013	253	99.2	10.8	26.3	33.5	29.5	62.9

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